CANNOCK CHASE HIGH SCHOOL

ACHIEVEMENT FOR ALL

CURRICULUM STATEMENT 2026-27

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1 Curriculum Overview

Principles and Aims

At Cannock Chase High School our students are always at the centre of what we do. As our school vision states, we have a relentless focus on the highest standards of academic achievement, personal development and equality of opportunity. To enable this vision to be a reality for our students, we offer a personalised curriculum that:

- Is broad, balanced and fully inclusive, providing a wide range of appropriate and challenging courses to suit the needs of our students;
- Provides enjoyment and motivation, boosts self-esteem and raises aspirations;
- Is knowledge-centred whilst equipping our students with the skills and understanding to succeed throughout their school life and beyond;
- Allows our students to make successful academic transition and progression from the primary phase, particularly in the core areas of English and Maths;
- Enables students to develop into responsible citizens by offering a structured programme of Personal, Social, Health and Economic (PSHE) education, Relationship and Sex Education (RSE) and careers' information and employment guidance;
- Actively promotes spiritual, moral, social and cultural development including British values, for example through religious education, assemblies, tutor time, drop-down days and other activities;
- Encompasses the acquisition of personal, learning and thinking skills;
- Provides staffing and material resources in a safe, secure and well-ordered environment so that learning and teaching can be enjoyed and is of the highest quality;
- Emphasises the importance of literacy and numeracy, both through discrete lessons and across the curriculum;
- Offers a range of enriching extra-curricular activities including creative and physical;
- Is underpinned by a strong team ethos in which everyone is equally valued, has equality of opportunity and can develop transferable skills and a commitment to lifelong learning.

In short, our curriculum is how the aims, values and ethos of the school are met. This includes all lessons, extra-curricular activities and experiences that are planned and delivered to students to promote their academic, emotional, physical, social, moral and spiritual development.

Our ultimate aim is to develop our students into knowledgeable, responsible citizens who are able to succeed in life, irrespective of their socio-economic background.

Ofsted (2023) noted:
"The curriculum is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). At key stage 3, it is broad and balanced for all pupils. In key stage 4, leaders offer pupils a range of subjects to study."

Curriculum Offer and Provision

Curriculum can be divided into two distinct sections:

1 **Curriculum Offer** – what we provide for all of our students in terms of courses and extra-curricular activities. This involves a full annual curriculum review to ensure that our curriculum at each Phase is fit for purpose, with regular reviewing of key policies. We also conduct student, staff and parent surveys to ensure that we are offering the best courses and activities to meet the needs

and interests of our students. For example, we offer two GCSE Art groups in Year 9 because this is a popular and successful subject. We also ensure that students and parents are given the necessary information and guidance about our curriculum offer through options evenings, taster sessions, and meetings with senior staff. The extra-curricular curriculum is updated half-termly and is published on our school website.

2 **Curriculum Provision** – ensuring that the courses and wider curriculum activities meet the needs of all our students. This includes reviews of schemes of learning, topics, exam board and curriculum assessment plans by middle and senior leadership. Quality Assurance of curriculum provision takes place following Progress Checks and in the form of learning walks, lesson observations, dialogues with students about their learning journey, learning community development time and recruitment of specialist staff. Many of our staff also attend subject-specific professional development sessions and are trained as examiners.

Within both of these sections, cost efficiency and staff workload are key considerations.

Curriculum Design

The curriculum is primarily delivered through the school timetable. The timetable model is currently a 25 lesson programme comprising of five one hour lessons per day as well as 30 minutes of tutor time except on Fridays when there are 10 minutes. It operates over a one week cycle for the 39 weeks of the school year. While as an Academy we are not required to follow the National Curriculum, we aim to meet the statutory requirements because we believe that it offers our students the best chance for a successful future.

Each academic year from Year 7 to Year 11 is currently divided into two mixed ability bands taking account of gender, ethnicity and individual needs. Students are set in Maths in Year 7. However, setting is reviewed throughout the year to ensure that students are in the most appropriate groups to support their needs. We no longer set in year in English, with the exception of year 11, because we believe that mixed-ability groups work best in this subject to ensure success for all students. The bands are taught separately in **Key Stage 3 (year 7, 8 and 9)** for core subjects. Students are in mixed band tutor groups and are mixed for non-core subjects.

In **Key Stage 4** (Year 10 and 11) all students have access to a wide range of academic and vocational courses in school. Our curriculum is fully inclusive and offers students a diverse range of subjects that all students can opt for. Students can choose a fully academic pathway or a pathway in which they also choose vocational subjects. All students study both English Language and English Literature, Maths, Combined Science, PE and three additional options subjects, including at least one EBacc subject (French, Geography, History or Computer Science). It is not compulsory for students to study French because we believe that this may not be appropriate for every student although every student can opt for French if they so wish, and this is highly-promoted to our students alongside other subjects.

2 Curriculum Development

Five Year Journey

"Pupils progress logically through their learning from Year 7 through to Year 11. Each subject's curriculum is designed to revisit key concepts and content." (HMI Monitoring Inspection 2017)

When designing Key Stage 3 curriculum, subject leaders carefully consider the core knowledge, skills and understanding that students need to develop deeply, whilst also considering the journey that students will make until they complete their studies through careful mapping of the curriculum. This has ensured that Year 7 and 8 is not viewed as a separate entity to Years 9, 10 and 11, but as a foundation on which students can secure and build upon the knowledge and skills they will need in the future, both in school and in life beyond school. This is why wider learning skills including good communication, confidence and teamwork are an essential part of the curriculum from Year 7.

In Year 10, students follow a more personalised pathway which allows them to pursue their choice of options subjects that are both enjoyable and appropriate. This has helped to raise the aspirations of a greater number of our students and has recognised their individual interests, whilst allowing us to deliver on our high expectations in terms of achievement. Students have a broad choice and as well as being able to choose EBACC subjects, they can also pursue a diverse range of academic and vocational subjects including: Art, Music, Drama, Computing, Child Development, Business, Food Technology, Photography etc. as well as a wide range of extra-curricular activities.

Curriculum Model

Our curriculum model is reviewed annually. At present the curriculum model is as follows:

Key Stage 3: *Year 7, 8 and 9(September 2026)*

Key Stage 3 consists of two years of introducing and learning the relevant core knowledge and skills required in the future. This is based around the KS3 National Curriculum, but is not constrained by it and also encompasses a range of personal, learning and thinking skills. The KS3 curriculum has been carefully mapped and planned in order to prepare students for their five-year journey. All students in Year 7, 8 and 9 have 1 lesson of PSHE each week as part of their timetabled lessons.

Year	Art	Technology	English	French	Geography	History	Music	Maths	Computing	PE	RE	Sci	PSHE	Total
7	1	1	4	2	2	2	1	4	1	2	1	3	1	25
8	1	1	3	2	2	2	1	4	1	2	1	4	1	25
9	1	1	4	2	2	2	1	4	1	2	1	4	Tutor	25

Key Stage 4: *Year 10 and 11 (September 2026)*

Year 10 *(September 2026)*

***Option A**	***Option B**	***Option C**
3 lessons	**3 lessons**	**3 lessons**
Geography	Geography	Geography
History	History	Geography
Art	Art	History
Computer Science	Creative i-Media	French
Music	Child D	Health and Social Care
RE	Photography	Business
Business Studies (vocational)	Drama	Food Technology
Food Technology	PE	Sociology
Photography	Statistics	

In Year 10, all students take: English Language and English Literature (5 lessons), *Maths (4 lessons), Science (5 lessons), *PE (2 core lessons and one option from each of the above blocks, including at least one Ebacc subject. Each option subject has six lessons over two years.

Year 11 *(September 2026)*

*Option A	*Option B	*Option C
3 lessons	**3 lessons**	**3 lessons**
Geography	Geography	Geography
History	History	History
Art	Art	French
Computer Science	Creative i-Media	Statistics
Music	Child D	Health and Social Care
RE	Food Technology	Business
Business Studies (vocational)	Photography	Psychology
Food Technology	Drama	Creative i-Media
Photography		

In Year 11, all students take: English Language and English Literature (5 lessons), *Maths (4 lessons), Science (5 lessons), *PE (2 lessons - 1 additional twilight lesson for GCSE PE students) and one option from each of the above blocks, including at least one Ebacc subject. Each option subject has six lessons over two years.

Key Stage 5

Year 12 and 13 (September 2026)

Year	Enrichment	Option 1	Option 2	Option 3	Option 4	Total
12	1	5	5	5	5	21
13	1	5	5	5		16

We offer a broad and balanced curriculum of both academic and applied general qualifications, supporting every student to achieve the profile of qualifications they need for their future. Most students study four subjects in Year 12 and continue with three in Year 13.

In our 2023 Ofsted inspection, inspectors commented that '*Sixth-form students have access to a wide range of A-level and level 3 BTEC qualifications. Enrichment activities supplement their academic studies. All sixth-form students complete a work experience placement."*

In addition to their core studies, students are offered the opportunity to pursue additional 'non-qualification activity', what we refer to as our Guidance Programme. This programme comprises of three core areas:

- Careers Education, Information, Advice and Guidance, including work experience
- Personal, Social and Health Education
- Study Skills

Enrichment Subjects:

- ASDAN (Personal Effectiveness)
- Core Maths
- Extended Project Qualification (EPQ)
- Gold Arts' Award
- London Academy of Music and Dramatic Art (Speech & Drama)

- Sports Leadership

Our PSHE programme is designed to support students as they move to become more independent and cover a range of world issues including sexual educational, financial planning and politics and governance. Students are encouraged to debate real-world issues with their peers. The Sixth Form also benefits from a wide variety of outside speakers to support the Guidance Programme, including advice from universities, the NHS and the Samaritans amongst others. There is a variety of workshops, sports activities and seminars from external providers.

In addition, those students who did not secure a grade 9-4 or equivalent in GCSE English and/or Maths by the end of Key Stage 4 are supported to re-sit these qualifications during their time in the Sixth Form.

Level 3 Pathway

The Level 3 pathway is a two-year programme specifically for 16–19-year-olds who wish to continue studying and who meet the entry criteria for A level and BTEC Level 3 programmes.

Students studying this pathway will typically achieve the equivalent of three A levels at the end of Year 13 to progress to university, apprenticeships, or employment post Sixth Form.
We encourage students to choose the equivalent of four qualifications in Year 12 and continue with three in Year 13. All our Level 3 qualifications are planned to cover a two-year Sixth Form provision, with students taking exams at the end of Year 13. The AS Level and BTEC National Certificate is no longer studied due to the changes to the A Level and Level 3 BTEC qualifications.

Level 3 courses currently offered include*:

Academic (A level)

Art and Design (Fine Art)	English Language	Law	Photography
Biology	English Literature	Maths	Physical Education
Business Studies	French	Maths (Further)	Physics
Chemistry	Geography		Psychology
Computer Science	History		Sociology

Applied General

Law	Criminology	Performing Arts (Acting)
Science	Health and Social Care	PE
Child Development	Music	IT

**All curriculum offers are provisional and subject to change.*

Curriculum Subject Information

English Learning Community Curriculum

At Cannock Chase High School students will be taught English Language and English Literature from Year 7.

The purpose of the English Curriculum is to provide opportunities to develop students as critical and analytical readers, imaginative creative writers and thoughtful speakers and listeners. Students are given the opportunity to develop these key skills across KS3 and KS4. We also make use of Digital Theatre + which is a platform that allows students to see live action performances of texts.

We believe in a knowledge-driven curriculum. A secure understanding of key English Language and English Literature terms gives students the tools needed to access the variety of texts and materials that they are presented with not only in an exam but as a citizen within the world. We also combine this with a relentless focus on Grammar and the discipline of writing by integrating the teaching of key grammatical concepts into the topics at KS3.

When students reach KS4, lessons are split between the teaching of Language and Literature. Three hours a week are given to Literature and the remaining two hours are dedicated to Language.

Our curriculum includes opportunities for key terminology and text-based knowledge to be interleaved and re-visited across a student's time in KS3 and KS4. Regular testing of this knowledge, alongside opportunities for re-testing and mastery, ensure that each student can develop a strong understanding of all key areas in the English curriculum.

We also foster (and encourage) our students to be critical readers. Students are supported in making their reading choices through our close relationship with the Library.

Year 7

Subject title	**Subject Content**
English Language and English Literature	Core Curriculum: Key Literature terms and topic-driven vocabulary. Grammatical concepts are also covered. Students are tested terms at designated points in the implementation plans. The knowledge-based curriculum is then taught through the following topics: - Greek Mythology (tracing back the origins of Literature); - War and Conflict (with a focus on poetry and non-fiction texts); - Macbeth; - Ghost Boys; Within the above units, creative and transactional writing skills are also taught alongside comprehension activities linking to both fiction and non-fiction texts. There is also a focus on key concepts of grammar and punctuation. There are dedicated times for students to participate in class discussions and speeches as part of their study of spoken language and oracy.

Year 8

Subject title	**Subject Content**
English Language and English Literature	Core Curriculum: Key Literature terms and topic-driven vocabulary. Grammatical concepts are also covered. Students are tested terms at designated points in the curriculum assessment plan. The knowledge-based curriculum is then covered under the following topics: - Medieval Literature with a specific focus on Beowulf (building on Mythology unit in previous year); - A Midsummer Night's Dream (building on Shakespeare play in previous year); - Oliver Twist (building on prose text in previous year); Within the above units, creative and transactional writing skills are also taught alongside comprehension activities linking to both fiction and non-fiction texts. There is also a focus on key concepts of grammar and punctuation.

Year 9

Subject title	**Subject Content**
English Language and English Literature	Core Curriculum: Key Literature terms and topic-driven vocabulary. Grammatical concepts are also covered. Students are tested terms at designated points in the curriculum assessment plan. The knowledge-based curriculum is covered via the following topics: - The Gothic (building on Medieval unit in previous year); - Unseen Poetry (building on poetry covered in year 7); - Unseen Texts (a focus on Language skills and their application to fiction texts)

	- The Taming of the Shrew (building on Shakespeare play in previous year); - Noughts and Crosses (play adaption which is building on contextual influences and wider influences in previous texts studied. Also fulfils the modern drama aspect of the NC); - The Titanic (a writing unit) covering a range of skills and text types. Within the above units, creative and transactional writing skills are also taught alongside comprehension activities linking to both fiction and non-fiction texts. There is also a focus on key concepts of grammar and punctuation.

Year 10

Subject title	**Subject Content**
GCSE English Language and English Literature (EDUQAS)	Knowledge-based curriculum that includes knowledge organisers on key texts (A Christmas Carol, Anthology Poetry and An Inspector Calls) and the Language components for the GCSE Eduqas exams. Knowledge tests include all elements (as covered in Curriculum plan) and are delivered weekly. Literature Curriculum includes: - A Christmas Carol; - Unseen Poetry - Poetry Anthology (a selection of the Anthology that is prescribed by Eduqas) - An Inspector Calls; Language Curriculum includes: - Language Component 1 with a specific focus on Creative Writing. - Language Component 2 with a specific focus on the Reading element. - Creative and transactional writing skills are also taught alongside comprehension activities linking to both fiction and non-fiction texts. There is also a focus on key concepts of Grammar and punctuation. Spoken Language presentations are completed at the end of Year 10 ready for submission to the exam board in the next academic year. Students will also complete CV writing as part of the 'Careers in the Curriculum'.

Year 11

Subject title	**Subject Content**
GCSE English Language and English Literature (EDUQAS)	Knowledge-based curriculum that includes knowledge organisers on key texts (A Christmas Carol, Romeo and Juliet, Anthology Poetry and An Inspector Calls) and the Language components for the GCSE Eduqas exams. Knowledge tests include all elements (as covered in Curriculum plan) and are delivered weekly. Literature Curriculum includes: - Poetry Anthology (the remaining thematically linked poems); - Romeo and Juliet - Interleaved revision of previously studied Literature texts Language Curriculum includes: - Language Component 2 (Pre-1900 Non-Fiction Reading and Transactional Writing) with a specific focus on the writing element of the exam. - Language Component 1 (19th Century Fiction Reading and Creative Writing) with a specific focus on the reading element of the exam. - Creative and transactional writing skills are also taught alongside comprehension activities linking to both fiction and non-fiction texts. There is also a focus on key concepts of Grammar and punctuation. - Mock examinations are completed twice in the academic year, and subsequent lessons will focus on dedicated and explicit exam feedback.

Year 12

Subject title	**Subject Content**
AQA English Language	Representation Individuality and Sociolinguistics Child Language – spoken language acquisition Gender Theories Occupational Language Sociolect (Age and Technology) Opinion Articles

	Region, Accent and Dialect Language Change Language and Class NEA Original Writing Exam practice
Edexcel English Literature	Critical Theory exploration Othello- William Shakespeare Frankenstein- Mary Shelley Edexcel Post Modern Poetry Anthology Unseen Poetry (linked with the Post Modern Anthology) Great Gatsby-Scott Fitzgerald (NEA support) and various texts to be used as comparisons NEA Preparation

Year 13

Subject title	**Subject Content**
AQA English Language	Representation Individuality and Sociolinguistics Child Language – reading and writing and SLA revision Language and Ethnicity Global Englishes Gender Theories Revision Language Comparisons Opinion Articles NEA Original Writing – Completion NEA Investigation Exam practice
Edexcel English Literature	Frankenstein- Mary Shelley and The Handmaid's Tale – Comparative study A Streetcar Named Desire- Tennessee Williams Romantic Poetry – Blake, Wordsworth, Keats, Byron and Shelley NEA Completion Exam practice

English Learning Community Extra-curricular activities offered:

Poetry and Creative Writing competitions
Theatre Trips
Reading Club (based on the principles of Carnegie)
Reading Challenges
World Book Day
Library support
BookBuzz
Digital Theatre +
Staff Reading Club

Mathematics Learning Community Curriculum

The Mathematics curriculum will be following the White Rose Maths scheme of work for years 7-10. This will enable all students to:

- develop fluent knowledge, skills and develop deeper conceptual understanding of mathematical methods and concepts;
- make connections between topics using CPA where necessary;
- acquire, select and apply mathematical techniques to solve problems;
- reason mathematically, make deductions and inferences and draw conclusions;
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Year 7

Subject title	Subject Content	
Mathematics	• sequences • algebraic notation &substitution • Expressions & equations • Place value, ordering & rounding • Four operations • Average & range • Rounding & estimation • Graphing data	• FDP • Directed number • Fractions & percentages of amounts • Perimeter & area • Speed, distance & time • Properties of numbers • Add & subtract fractions • Angles & polygons

Year 8

Subject title	Subject Content	
Mathematics	• Ratio • Proportion & Scale • Algebraic Manipulation • Coordinates & Graphs • Multiply & Divide Fractions • Symmetry & Reflection • Area, Volume & Density • Equations & Inequality • Percentages	• Indices • Standard Form • Interpret & Represent Data • Angles In Parallel Lines & Polygons • Tables & Probability • Circles • Graphs and Charts • Sequences

Year 9

Subject title	Subject Content	
Mathematics	• Properties of number • Percentages • Area & volume • Equations, inequalities & formulae • Fractions • Rates • Standard Form • Maths and money • Straight line graphs • Ratio & proportion	• Constructions & congruence • Similarity • Algebraic manipulation • Pythagoras theorem • Non-linear graphs • Sets & probability • Transformations • Simultaneous equations • Trigonometry

Year 10

Subject title	Subject Content	
GCSE Mathematics Edexcel	**Foundation:** • Algebraic Manipulation • Equations, inequalities & formulae • Quadratic expressions & equations • Percentages • Ratio & scale • Work with fractions • Non-calculator methods • Straight line graphs • Probability • Rounding & estimation • Perimeter, Area & Volume • Interpret and Represent data • Non-linear graphs • Angles • Graphs & Diagrams • Vectors • Factors, Powers& Surds • Pythagoras & Trigonometry • Simultaneous Equations	Higher: • Algebraic Manipulation • Equations, Inequalities & Formulae • Quadratic expressions & equations • Percentages • Ratio & Scale • Work with fractions • Non-Calculator Methods • Straight line graphs • Probability • Rounding & Estimation • Perimeter, Area & volume • Interpret & Represent data • Non-linear graphs • Angles • Graphs & Diagrams • Vectors • Factors, powers & Surds • Pythagoras and Trigonometry • Simultaneous equations

GCSE Statistics Edexcel	• Collection of data • Processing and representing data • Summarising data • Scatter diagrams and correlation • Time series • Probability • Index numbers • Probability distributions	• Collection of data • Processing and representing data • Summarising data • Scatter diagrams and correlation • Time series • Probability • Index numbers • Probability distributions

Year 11

Subject title	**Subject Content**	
GCSE Mathematics Edexcel	**Foundation:** Ratio Proportion Right-angled triangles: Pythagoras and trigonometry Probability Multiplicative reasoning Plans and elevations Constructions, loci and bearings Quadratic equations: expanding and factorising Quadratic equations: graphs Circles, cylinders, cones and spheres Fractions and reciprocals Indices and standard form Similarity and congruence in 2D Vectors Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations	**Higher:** Multiplicative reasoning Similarity and congruence in 2D and 3D Graphs of trigonometric functions Further trigonometry Collecting data Cumulative frequency, box plots and histograms Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics Circle theorems Circle geometry Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof Vectors and geometric proof Reciprocal and exponential graphs; Gradient and area under graphs Direct and inverse proportion
GCSE Statistics Edexcel	Probability Index numbers Probability distributions	

Year 12

Subject title	**Subject Content**	
Mathematics Edexcel	**Pure Paper:** Equations and inequalities Graphs and transformations Straight line graphs Circles Differentiation Integration Algebraic expressions Quadratics Algebraic Methods Binomial expansion Trigonometric ratio Trig identities Vectors Exponentials and logs	**Statistics and Mechanics Paper:** Data Collection Measures of location Representation of data Correlation Probability Statistical distributions Hypothesis testing Modelling in mechanics Constant acceleration Forces and motion Variable acceleration
Further Mathematics Edexcel	**Core Pure Mathematics:** Complex numbers Argand diagrams Matrices Series Roots of polynomials Volumes of revolution Linear transformations	**Decision:** Algorithms Graphs and networks Algorithms on graphs Route inspection The travelling salesman problem Linear programming The simplex algorithm

	Proof by induction Vectors	Critical path analysis

Year 13

Subject title	Subject Content	
A Level Mathematics Edexcel	**Pure:** Algebraic methods Functions and graphs Sequences and series Binomial expansion Radians Trigonometric functions Parametric equations Differentiation Numerical methods Integration Vectors	**Statistics and Mechanics:** Regression, correlation and hypothesis testing Conditional probability Normal distribution Forces and friction Projectiles Application of forces Kinematics Moments
A level Further Mathematics- Edexcel	**Pure:** Complex numbers Series Methods in calculus Volumes of revolution Polar Coordinates Hyperbolic functions Methods in differential equations Modelling with differential equations	**Mechanics:** Momentum and impulse Work, energy and power Elastic strings and springs Elastic collisions in one dimension Elastic collisions in two dimensions

Maths Learning Community Extra-Curricular Offer:

Junior Maths Challenge – Years 7 and 8
Intermediate Maths Challenge – Years 9 and 10
Senior Maths Challenge – Sixth Form
MEM Maths challenge- run during Feb half term by University of Liverpool
Maths circles – run weekly for Years 7, 8, 9 and 10
Maths inspiration lecture- Years 9,10 and Sixth Form
External speaker in school -Years 7-9

Science Learning Community Curriculum

Science provides the foundations for understanding the world and how it works. Improvements in scientific understanding are changing our lives and its progress and so teaching is vital to the future prosperity of the world. All students in science are taught the essential aspects of science including knowledge, methods, process and uses of science. This means that future generations are scientifically literate and understand the world in which we live.

Year 7

Subject title	Subject Content		
Science	**Biology**	**Chemistry**	**Physics**
	Cells Skeletal and muscular systems and organisation	The particle model Atoms, elements and compounds Pure and impure substances	Energy Speed Forces

Year 8

Subject title	Subject Content		
Science	**Biology**	**Chemistry**	**Physics**
	Nutrition and digestion Gas exchange systems Reproduction	Chemical reactions Energy changes	Pressure in fluids Sound Light

Year 9

Subject title	Subject Content		
Science	**Biology**	**Chemistry**	**Physics**
	Photosynthesis Respiration Ecosystems Inheritance	The periodic table Materials The Earth and its atmosphere	Electricity in circuits Static electricity Magnets Particle model Space

Year 10

Subject title	Subject Content		
GCSE (9-1) Combined Science Edexcel	**Biology**	**Chemistry**	**Physics**
	Cells and magnification Enzymes Transport Cells and control Health Genetics and Inheritance Natural Selection and Evolution	Atoms and Periodic table Bonding States and mixtures Groups Calculations Acids and bases Earth and Atmosphere	Energy conservation Forces and motion Waves EM Spectrum Radiation Energy and Forces at work

Year 11

Subject title	Subject Content		
GCSE (9-1) Combined Science Edexcel	**Biology**	**Chemistry**	**Physics**
	Plant structure and function Animal coordination and control Respiration and Circulation Ecosystems	Groups Rates of reaction Extracting metals Energetics and equilibria Fuels Atmosphere	Forces at work Electricity Forces and Matter Magnetism & electromagnets

Year 12

Subject title	Subject Content
Year 1 Biology AQA	Topic 1 – Biological Molecules Topic 2 – Cells Topic 3 – Organisms exchange substances with their environment Topic 4 – Genetic Information, variation and relationships between organisms
Year 1 Chemistry AQA	Topic 1 – Physical chemistry Topic 2 – Organic chemistry Topic 3 – Inorganic chemistry
Year 1 Physics AQA	Measurements and their errors Particles and radiation Waves Mechanics and energy Electricity

Year 13

Subject title	Subject Content
Year 2 Biology AQA	Topic 5 – Energy Transfer in and between organisms Topic 6 – Organisms respond to changes in their environments Topic 7 – Genetics, populations, evolution and ecosystems Topic 8 – Control of gene expression
Year 2 Chemistry AQA	Topic 1 – Physical chemistry Topic 2 – Organic chemistry Topic 3 – Inorganic chemistry
Year 2 Physics AQA	Further mechanics and thermal physics Fields Nuclear physics Optional topic: Turning points in physics

Science Learning Community Extra-Curricular Provision:
Biology, Chemistry and Physics Olympiads
British Science Week Competitions
Crest Awards- Club

Creative and Design Learning Community Curriculum

Art and Design

We tend to think of Art and Design as 'painting and drawing'. However, we are surrounded in our everyday lives by products designed and created by former art students: the illustrations in your books, pattern designs on wallpaper and clothes, advertising in magazines or shop fronts, photography, jewellery design and pottery to name just a few. Art is the creativity behind all design, an element of life which should enhance it and be enjoyed.

Our aim is to create a warm and exciting atmosphere to stimulate the creativity that so many of our students already possess. We strive for personalised learning, through individual tasks, to create independent thinkers and, most of all, for students of all abilities to push the boundaries of what they think they are capable of. Above all, we promise to engage and inspire our students through innovative and exciting areas of study.

Year 7

Subject title	**Subject Content**
Art Formal Element introduction	Mark making and line Tonal blending, light reflections Colour theory, introduction to the colour wheel Artist influence and development, focus on colour and mark making studying the work of Brianna McCarthy.

Year 8

Subject title	**Subject Content**		
Art	**Sweets** Observational studies Media exploration Mixed media	**Gemstones** Colour mixing Tints, tones and shades Colour matching	**Birds** Observational studies Artist research and influence

Year 9

Subject title	**Subject Content**		
Art	**Jim Dine** Research artist style and influence. Explore a range of dry and wet materials.	**David Poxon** Focusing on colour theory and the use watercolour paints. Use of glazes.	**Helmo** Human forms, illustration linked with reading and interpretation of art.

Year 10

Subject title	**Subject Content**
AQA GCSE Art and Design (Fine Art)	**Introduction period.** Artist research/sampling Exploration of materials and artists techniques Personalised development Student photography and responses Natural forms.
Students begin their 'Personal' project	Coursework begins. Introduction to a range of artists and media techniques associated Brainstorm of personalised thoughts, ideas and visuals for project starting points Artist research, samples and annotations Personalised photography relating to theme Development of media and techniques seen within artists work

	Development of ideas relating to media/ artist findings Final outcome

Year 11

Subject title	Subject Content
AQA GCSE Art and Design (Fine Art)	Continued personal development of coursework project through to 1 January when the exam papers are released. Exam preparation through until students sit the exam, usually around Easter.

Year 12

Subject title	Subject Content
AQA A Level Art and Design (Fine Art) 2 year A Level	Introduction to A Level Art Introduction course - media development Contents include: • Drawing; • Painting; • Photography (for personalised development); • Critical and contextual studies; • Sketchbook development; • Mixed media work; • Creative and experimental use of media; • Organising and presenting work; • Analysis and evaluation; • Personal written study relating to practical studies. Students start Component one (Personal Investigation) after February half term.

Year 13

Subject title	Subject Content
AQA A Level Art and Design (Fine Art)	Continued personal development of Personal Investigation through to 1 February when the exam papers are released. Exam preparation through until students sit the exam, usually around Easter.

Extra-curricular activities offered:

We run an open department where staff are available on Monday, Wednesday and Friday evenings. This is mainly for GCSE and A Level students, however, any younger student wishing to stay is more than welcome and often enjoy seeing the work produced by the older students.

Photography

Photography is a powerful form of visual communication that encourages creativity, critical thinking, and personal expression. Within the curriculum, it helps students explore and understand the world around them through a different lens, developing visual literacy and cultural awareness. As both an art form and a practical skill, photography supports cross-curricular learning, particularly in subjects like art, media, and technology.

Our aim is to inspire students to develop their creativity and technical ability while building confidence in visual storytelling. Over the two-year GCSE photography course, students will learn essential skills such as camera operation, lighting, composition, image editing, and portfolio development. They will also gain experience in analysing and evaluating their own work, helping them to become thoughtful, reflective, and skilled visual artists.

Year 10

Subject title	Subject Content
AQA GCSE Photography	Portfolio of work worth 60% Term 1: Introduction to photography

	composition Aperture Shutter Speed Lighting Photoshop techniques Architecture Black and White photography
	Term 2: Development and Experimentation Hand Manipulation Studio Shoot plans Contemporary Photographers
Students begin their 'Personal' project	Term 3: Personal Project Photography Cycle (Research, Shoot Plan, Studio set up, Editing, Presenting) This cycle will be undertaken for four chosen photographers.

Year 11

Subject title	**Subject Content**
AQA GCSE Photography	Continued portfolio completion as students further develop the skills acquired through photographer research to produce a developed and personal outcome. Sep -Dec
	Exam preparation from Jan until students sit the exam, usually around Easter.

Year 12

Subject title	**Subject Content**
AQA A Level Photography 2 year A Level	Introduction to A Level Photography, developing advanced skills through technical workshops: • Advanced camera controls and exposure techniques • Studio lighting and portrait photography • Darkroom and analogue photography processes • Advanced Photoshop editing and digital manipulation • Experimental photography techniques • Composition and visual language • Critical and contextual studies • Photographer research and analysis • Sketchbook and portfolio development • Organising and presenting photographic work • Analysis and evaluation • Personal written study relating to practical investigations Students begin **Component 1: Personal Investigation** in October and continue developing a sustained portfolio of practical and written work throughout Year 12.

Year 13

Subject title	**Subject Content**
AQA A Level Photography	Continued personal development of Personal Investigation through to 1 February when the exam papers are released. Exam preparation through until students sit the exam, usually around Easter.

Extra-curricular activities offered:

At KS3, students have the opportunity to take part in a range of exciting extracurricular photography activities that extend their learning beyond the classroom. Our weekly Photography Club offers themed challenges such as portraiture, still life, and nature photography, allowing students to experiment with different styles and techniques. Students can attend digital editing workshops using Photoshop, and they have the chance to exhibit their work in school displays and community showcases. These activities provide a fun and inspiring environment for students to develop their passion for photography.

Design Technology

Design Technology is a creative subject offering students a chance to bring originality and ideas to their work. They will learn how to design and manufacture products using a range of modelling materials, digital designing and traditional drawing/rendering techniques. Students explore and realise their ideas utilising new technology and software where appropriate to discover how to produce products at industry level. The Design and Technology department challenges students' minds and delivers engaging and exciting lessons. We broaden students' knowledge about graphic skills linked to the visual world we live in and give them the skills needed to be able to understand the imagery and text used in advertising.

Year 7

Subject title	Subject Content
Design Technology	Puggly: Designing and making a textiles Puggly. Learning hand stitching. Mechanisms: Learn how to create mechanisms, Group work using DT equipment. Electronics: Jitterbugs.

Year 8

Subject title	Subject Content
Design Technology	Drawing skills: One point perspective, isometric drawing and rendering skills. Race and chase game: Research, drawing, design, industrial processes and smart materials used to design and construct the components for the game. Land Racer: working in a group to design and make a land racer using DT equipment.

Drama

Drama is a powerful communication tool that enables students to grow both personally as individuals but also as responsible members of society. At present, this subject is offered solely at Key Stage 4. Students work closely with other members of the class in a professional and mature manner, developing the ability to be open and honest while recognising the importance of creative collaboration and compromise. They are exposed to thought-provoking material through practical exploration where they are given the opportunity to form their own interpretation. Students are assessed through both their practical contributions and written evidence which requires self-management and independent learning.

Year 10

Subject title	Subject Content
Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Acting)	Component 1: Exploring the performing arts (Internally assessed, externally moderated) Component 2: Developing skills and techniques in the performing arts (Internally assessed, externally moderated)

Year 11

Subject title	Subject Content
Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Acting)	Component 2: Developing skills and techniques in the performing arts (Internally assessed, externally moderated) Component 3: Responding to a brief (Externally assessed/synoptic)

Extra-curricular activities offered:
School production.

Music

Music is a universal language that embodies one of the highest forms of creativity (DFE 2013). The teaching of music is driven through the core principles of performing, composing, listening and appraising. Students are encouraged to engage with a variety of music through a range of different styles and cultures, developing an appreciation and understanding of how music is created. They learn to perform, sing, create and compose music both on their own and in a variety of different ensembles, developing skills and confidence in their own ability. They review and evaluate music from a range of historical periods, genres and traditions.

Year 7

Subject title	Subject Content
Music	Performing, Composing, Listening and Appraising through: • Musicals (including singing) • Keyboard Skills • Elements of music • Melodic composition • Cup song • Ukulele • Sequencing (music technology)

Year 8

Subject title	Subject Content
Music	Performing, Composing, Listening & Appraising through: • Calypso • Ukulele • Reggae • Video game music (including music technology)

Year 9

Subject title	Subject Content
GCSE Music OCR	Performing, Composing, Listening & Appraising through: • Four chord songs • Blues & Jazz • Rock n Roll (including music technology) • Film music (music technology)

Year 10

Subject title	Subject Content
GCSE Music OCR	Solo performance Composition for any instrument/resource Ensemble performance Music theory Film & video game music Rhythms of the world Conventions of pop music

Year 11

Subject title	Subject Content
GCSE Music OCR	Composition using a given stimulus Solo and ensemble performance Music theory The classical concerto Film & video game music Rhythms of the world Conventions of pop

Extra-curricular activities offered:
School choir
School production (Charlie & the Chocolate Factory)
Chasefest (music and arts festival)
Music technology
Visiting instrumental teachers for brass, strings, woodwind, guitar, percussion.

PSHE

The PSHE curriculum is structured around five key strands: Relationships and Sex Education (RSE), British Values, Safety, Aspirations (including careers and finance) and Health. Together, these strands provide a comprehensive framework that supports students in developing the knowledge, skills and attitudes they need to thrive both in and beyond school. Through carefully planned and sequenced learning, students are encouraged to build positive relationships, understand their responsibilities as members of society, and develop respect for diversity and inclusion.
These strands are revisited at age-appropriate stages to ensure that learning is relevant, accessible and builds progressively over time. This spiral approach enables CCHS students to deepen their understanding and apply their knowledge in a range of real-life contexts. As a result, students are equipped with practical strategies to maintain their wellbeing, make informed decisions, manage risk, and successfully prepare for their future, ensuring they remain happy, healthy, safe and aspirational individuals.

Year 7

Subject title	**Subject Content**
PSHE	Relationships Puberty E-Safety First Aid British Values

Year 8

Subject title	**Subject Content**
PSHE	Handling Feelings Relationships Crime Human Rights Healthy Bodies

Year 9

Subject title	**Subject Content**
PSHE	Mental Health RSE Careers Teenage Parties Gender Stereotypes

Year 10

Subject title	**Subject Content**
PSHE	E-Safety RSE Substance Abuse and Crime Finance Mental Health and Behaviour

Year 11

Subject title	Subject Content
PSHE	Careers Physical Health RSE Mental Health and Exams

Extra-Curricular

School Musical- Tues 3.30-4.30, Fri 3-4.30

Global Learning Community Curriculum

French

Our French curriculum lays the foundations for creating confident, knowledge rich linguists who can use the most important communicative functions that students need to master in the real world. It focuses on developing knowledge and understanding, building vocabulary and supporting the development of key linguistic skills to create and develop enthusiastic and successful learners, who are curious about the world around them and enjoy learning about how the world is shaped by languages and the people who use them. It establishes a learning environment that encourages students to feel confident about taking risks and develop informed opinions about the world around them. It offers opportunities to find out about how learning a language can be useful for their further study or careers.

Fundamentally, its aim is to inspire, foster and nurture a love of foreign languages and a greater respect for the cultural appreciation of the countries in which French is spoken.

Year 7

Subject title	Subject Content
French	Language awareness, self and family, leisure (sports and activities), house and home.

Year 8

Subject title	Subject Content
French	School (subjects, timetables, uniforms, teachers), Europe and me (countries, weather, transport, Paris and France), Healthy eating, Media (Films)

Year 9

Subject title	Subject Content
French	Where we live, the world of work, identity and relationships, free time including going out and healthy lifestyle.

Year 10

Subject title	Subject Content
GCSE French AQA	Customs and Festivals, healthy lifestyle, holidays and tourism, education

Year 11

Subject title	Subject Content
GCSE French EDUQAS	New Technologies and social media, celebrity culture, the environment

Geography

Without Geography we would go nowhere and not know very much. With 8 billion people on the planet, it is a big world out there and Cannock represents a tiny fraction of it. Geography is at the forefront of politics and the media. Our lessons are engaging, and exciting; they will broaden students' horizons and their knowledge about the world in which we live, allowing them to knowledgably engage with society post 16.

Year 7

Subject title	**Subject Content**
Geography	Map Skills My place in the world- UK physical and human geography, continents, countries, oceans. Development (Africa) Rivers (Africa) Fieldwork (Physical)

Year 8

Subject title	**Subject Content**
Geography	Risky Business Geography in the News (Climate Change, Syrian and the Middle East) Russia Urbanisation (India) Economic Activity (China) Fieldwork (Human)

Year 9

Subject title	**Subject Content**
Geography	Rainforest Cold Environments Coasts Extreme Weather

Year 10

Subject title	Subject Content
GCSE Geography AQA	**<u>Paper 1: Physical Geography</u>** • Climate Change • Plate Tectonics • Tropical Storms • Urban LIC • Fieldwork (Physical) • Urban HIC

Year 11 (2021)

Subject title	**Subject Content**
GCSE Geography AQA	<u>Paper 2: Human Geography</u>) • Resource Management • Fieldwork (Human) • Global Water • Economic Activity (Development, Nigeria, UK) <u>Paper 1: Physical Geography</u> • Rivers <u>Paper 2: Human Geography</u> • Revision in preparation for GCSE exams

Year 12

Subject title	**Subject Content**

A Level Geography AQA	<u>Paper 1 Physical Geography</u> • Hazards • Water and Carbon Cycles (split across Y12+Y13) <u>Paper 2 Human Geography</u> • Resource Security • Changing Places Geography Fieldwork Investigation (Non-Examined Assessment) (Split across Y12+Y13) • Assessments including exam question style practice and techniques • Year 12 mock exam (+ revision) • End of Year mock exam (+ revision homework) • Fieldwork visits to (minimum two days fieldwork): - Cannock regeneration fieldwork - Digbeth Birmingham to focus on urban regeneration.

Year 13

Subject title	**Subject Content**
A Level Geography AQA	Geography Fieldwork Investigation (Non-Examined Assessment) <u>Paper 1 Physical Geography (continued from Y12)</u> • Water and Carbon Cycles (split across Y12+Y13) • Coastal Systems and Landscapes <u>Paper 2 Human Geography</u> • Global Systems and Global Governance • Assessments including exam question style practice and techniques • Year 13 mock exam (+ revision) • Data collection for Geographical Fieldwork Investigation • Revision in preparation for A Level Exams Fieldwork visits Cotton Dell (rivers)

History

Everything and everyone have a past—and so does every place. Through the study of history, students will explore the world around them, discovering what shapes us, where we come from, and how the world has evolved into what it is today. They will gain a deeper understanding of how our heritage, families, communities, country, and the wider world have been shaped over thousands of years.

We aim to inspire curiosity and critical thinking by encouraging students to investigate, question, debate, and form their own judgments. History is not just about learning facts—it's about exploring causes and consequences, understanding significance, evaluating sources, and interpreting evidence.

Students will engage with some of the most fascinating events and developments in history, using a wide range of historical skills to bring the past to life and make meaningful connections to the present.

Year 7

Subject title	**Subject Content**
History	Historical Skills The Succession Crisis of 1066 Did the Norman Conquest change peoples' lives? Why was Thomas Becket Killed Was King John Evil? The Growth of Parliament Medieval Medicine The Black Death

	The Peasants Revolt The lives of the Native Americans

Year 8

Subject title	**Subject Content**
History	King Henry VIII, his wives and a new church Does Mary I deserve the Nickname 'Bloody Mary'? How successful was Elizabeth I? The Gunpowder Plot Medicine – The beginnings of change in the Renaissance The Great Plague A Revolution in Industry Revolutionary Medicine Empire – Case Study – India Slavery

Year 9

Subject title	**Subject Content**
History	Causes, events and consequences of World War One Post war Germany The Inter-war world The Rise of Hitler Life in Nazi Germany The Holocaust Causes, events and consequences of World War Two

Year 10 (AQA GCSE History 8145GA)

Subject title	**Subject Content**
Norman England 1066-1100	**Part one:** The Anglo-Saxon succession crisis and Norman Control
Britain: Health and the People: c1000 to the Present day	**Part one:** The developments in Medieval medicine **Part two:** The changes to medicine during the Renaissance
Germany, 1890-1945: Democracy and Dictatorship	**Part one:** Kaiser Wilhelm's Germany **Part two:** Post war Weimar Germany
Conflict & Tension, 1981-1939	**Part one:** The treaty of Versailles and formation of the League of Nations
Norman England 1066-1100	**Part two:** Norman impact on villages and towns **Part three:** Norman influence on religious life
Conflict & Tension, 1981-1939	**Part three:** Successes and Failures of the League of Nations **Part four:** The causes of the Second World War

Year 11 (AQA GCSE History 8145GA)

Subject title	**Subject Content**
Britain: Health and the People: c1000 to the Present day	**Part three:** Industrial era changes to medicine
Germany, 1890-1945: Democracy and Dictatorship	**Part three:** 1920s Germany and **t**he Rise of the Nazi Party
Britain: Health and the People: c1000 to the Present day	**Part four:** Modern developments in medicine
Germany, 1890-1945: Democracy and Dictatorship	**Part four:** The experiences of Germans under the Nazis
Norman England 1066-1100	**Part four:** The historic environment of Norman England

Year 12 (AQA A Level History 7402)

Subject title	**Subject Content**
A Level History (AQA A Level History)	**Unit 1H - Tsarist and Communist Russia, 1855–1964** **Part one: Autocracy, Reform and Revolution: Russia, 1855–1917** • Trying to preserve autocracy, 1855–1894 • The collapse of autocracy, 1894–1917

	Unit 2S - The Making of Modern Britain, 1951–2007 **Part one: building a new Britain, 1951–1979** • The Affluent Society, 1951–1964 • The Sixties, 1964–1970 • The end of Post-War Consensus, 1970–1979

Year 13 (AQA A Level History 7402)

Subject title	**Subject Content**
A Level History (AQA A Level History)	**Unit 1H - Tsarist and Communist Russia, 1855–1964** **Part two: The Soviet Union, 1917–1964** • The emergence of Communist dictatorship, 1917–1941 • The Stalinist dictatorship and reaction, 1941–1964 **Unit 2S - The Making of Modern Britain, 1951–2007** **Part two: Modern Britain, 1979–2007 (A-level only)** • The impact of Thatcherism, 1979–1987 • Towards a new Consensus, 1987–1997 **Unit 3 - Historical investigation (Personal study)** • The reasons for Tudor Rebellions, 1485-1603

Extra-Curricular Activities Offered:

History Club – open to all years

Enterprise Learning Community Curriculum

Our community is made up of a diverse range of subjects including: Business, Creative iMedia, Computer Science, Criminology and Law.

Year 7

Subject title	**Subject Content**
Computing	Online Safety Binary and Hardware Scratch

Year 8

Subject title	**Subject Content**
Computing	HTML Boolean Logic Digital Graphics Illustrator Spreadsheets

Year 9

Subject title	**Subject Content**
Computing	Python Digital Graphics Photoshop Computational Thinking Cybercrime

Year 10

Subject title	**Subject Content**
Business Studies NCFE Level 1/2 Technical Award in Business and Enterprise (603/7004/X)	**Units:** **Unit: Understanding business and enterprise** Components assessed via external exam and coursework • Entrepreneurship, business organisation and stakeholders

	• Market research, market types and orientation and marketing mix • Human resource requirements for business and enterprise • Operations management • Business Growth • Sources of enterprise funding and business finance • The impact of the external environment on business and enterprise • Business and enterprise planning
Business Studies Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Business (1BS0)	**Units:** Theme 1: Investigating small business (Paper code: 1BS0/01) • Enterprise and Entrepreneur • Spotting a Business Opportunity • Putting a Business Idea into Practice • Making the Business effective • Understanding the External Environment Theme 2: Building a business (Paper code: 1BS0/02) • Growing the Business • Making Marketing Decision • Making Operational Decisions • Making Financial Decisions • Making Human Resource Decisions
Creative iMedia OCR Cambridge Nationals J834	**Units:** R095 Characters & Comics R093 Creative iMedia in the Media Industry Topic Area 1
Computer Science OCR Code: J277	**Paper 1: Computer Systems** • Systems Architecture • Memory & Storage • Computer Network Connections • Network Security • System Software • Ethical, Legal, Cultural and Environmental Concerns **Paper 2: Computational thinking, algorithms and programming:** • Computational Thinking • Programming Fundamentals • Producing Robust Programs • Boolean Logic • Programming Languages & IDEs

Year 11

Subject title	**Subject Content**
Business Studies NCFE Level 1/2 Technical Award in Business and Enterprise (603/7004/X)	**Unit: Understanding business and enterprise** Components assessed via external exam and coursework • Entrepreneurship, business organisation and stakeholders • Market research, market types and orientation and marketing mix • Human resource requirements for business and enterprise • Operations management • Business Growth • Sources of enterprise funding and business finance • The impact of the external environment on business and enterprise • Business and enterprise planning
Business Studies Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Business (1BS0)	**Units:** Theme 1: Investigating small business (Paper code: 1BS0/01) • Enterprise and Entrepreneur • Spotting a Business Opportunity • Putting a Business Idea into Practice • Making the Business effective • Understanding the External Environment Theme 2: Building a business (Paper code: 1BS0/02) • Growing the Business

	• Making Marketing Decision • Making Operational Decisions • Making Financial Decisions • Making Human Resource Decisions
Computer Science OCR Code: J277	**Paper 1: Computer Systems** • Systems Architecture • Memory & Storage • Computer Network Connections • Network Security • System Software • Ethical, Legal, Cultural and Environmental Concerns **Paper 2: Computational thinking, algorithms and programming:** • Computational Thinking • Programming Fundamentals • Producing Robust Programs • Boolean Logic • Programming Languages & IDEs
Creative iMedia OCR Cambridge Nationals Code: J834	**Units:** R093 Creative iMedia in the Media Industry Topic Area 2, 3 and 4 R094 Visual Identity and Digital Graphics

Year 12

Subject title	**Subject Content**
BTEC Extended Certificate Applied Law Pearson Code: 601/9043/7	Unit 1: Dispute Solving in Civil Law (Mandatory) Unit 2: Investigating Aspects of Criminal Law and the Legal System (Mandatory)
BTEC Information Technology Pearson Code: Specific to the school QAN: 601/7575/8	Unit 2: Cyber Security and Incident Management (Mandatory) Unit 4: Relational Database Development (Mandatory)
Business Studies Edexcel Code: 9BSO	Theme 1: Marketing and people Theme 4: Global Business Theme 2: Managing business activities
Computer Science OCR Code: H446	H446/01 Computer Systems • Components of a Computer & their Uses • Software & Software Development • Exchanging Data • Data Types, Data Structure & Algorithms • Legal, Moral Cultural & Ethical Issues H446/02 Algorithms & Programming • Elements of Computational thinking • Problem Solving & Programming • Algorithms H446/04 Programming Project • Analysis of the Problem • Design of the Solution • Developing the Solution • Evaluation
Criminology Qual Code, 4543QC Certificate 4543QD Diploma WJEC	Unit 1: Changing Awareness of crime Unit 2: Criminological Theories

Year 13

Subject title	Subject Content
BTEC Extended Certificate Applied Law Pearson QAN: 601/9043/7	Unit 3: Applying the Law (mandatory) Unit 7: Aspects of Tort
Criminology	Unit 3: Crime Scene to Courtroom Unit 4: Crime and Punishment
BTEC Information Technology Code: 601/7575/8	Unit 2 Cyber Security & Incident Management Unit 3: Website Development
Business Studies Edexcel Code: 9BS0	Theme 3: Business decisions and strategy Pre-seen Research Theme
Computer Science OCR Code: H446	H446/01 Computer Systems • Components of a Computer & their Uses • Software & Software Development • Exchanging Data • Data Types, Data Structure & Algorithms • Legal, Moral Cultural & Ethical Issues H446/02 Algorithms & Programming • Elements of Computational thinking • Problem Solving & Programming • Algorithms H446/04 Programming Project • Analysis of the Problem • Design of the Solution • Developing the Solution • Evaluation

Social Learning Community Curriculum

Our community is made up of subjects that apply to social learning, how society functions and how our wider communities are inter-connected to share values, goals and beliefs. Our community believes that our subject areas are highly important in education as we equip young people with the empathy, critical thinking, and civic knowledge required to become informed citizens, solve complex global challenges, and advocate for fairer communities. Social subjects also build highly transferable skills (like research, data evaluation, and communication) that are valuable across virtually any career path.

The subjects that make up the Social Learning Community are Psychology, Sociology, Health and Social Care, Child Development and Ethics, Philosophy and Religious Studies. Psychology, Sociology, Health and Social Care and Child Development are offered at key stage 4 and key stage 5. Religious Education is offered at key stage 3 and key stage 4.

Year 7

Subject title	Subject Content
Ethics, Philosophy and Religion	Peace and Conflict Intro to Religion Creation Forms of Worship

Year 8

Subject title	Subject Content
Ethics, Philosophy and Religion	Crime and Punishment Social Justice Religious Views and Expression

Year 9

Subject title	Subject Content
Ethics, Philosophy and Religion	Religion and Life Buddhism Relationships and Families

Year 10

Subject title	Subject Content
Sociology AQA Code: 8192	**Paper 1: Families and Households and Education** Families and households Education Research methods **Paper 2: Crime and deviance and social stratification** Crime and Deviance Social Stratification Research methods
NCFE CACHE Level 1/2 Technical Award in Health and Social Care (603/7013/0)	**Content Areas 1 to 8** Health and Social care provision and services Job roles in health and social care and care values for professional practice Legislation, policies and procedures in health and social care Human development across the lifespan The care needs of the individual How health and social care services are accessed Partnership working in health and social care The care planning cycle
NCFE CACHE Level ½ Technical Award in Child Development and Care in Early Years (603/7012/9)	**Content Areas 1 to 9** Child development Factors that influence the child's development Care routines, pay and activities to support the child Early years provision Legislation, policies, and procedures in the early years Expectations of the early years practitioner Roles and responsibilities within the early years settings The importance of observations in early years childcare Planning in early years childcare
Religious Studies **AQA** **Code: 8062BA** **Christian & Buddhist excluding textual**	**Component 1: The study of religions: beliefs, teachings and practices** Buddhism: Beliefs and practices Christianity: Beliefs and practices **Component 2: Thematic studies** Theme A: Relationships and families Theme B: Religion and life Theme D: Religion, peace and conflict Theme E: Religion, crime and punishment

Year 11

Subject title	Subject Content
Psychology Edexcel Code: 1PSO	**Paper 1 - 1PSO/01:** Topic 1: Development – How did you develop? Topic 2: Memory – How does your memory work? Topic 3: Psychological problems – How would psychological problems affect you? Topic 4: The brain and neuropsychology – How does your brain affect you? Topic 5: Social influence – How do others affect you? **Paper 2 - 1PSO/02:** Topic 6: Criminal psychology – Why do people become criminals? Topic 9: Sleep and dreaming – Why do you need to sleep and dream? Topic 11: Research methods – How do you carry out psychological research?
NCFE CACHE Level 1/2 Technical Award in Health	**Content Areas 1 to 8** Health and Social care provision and services Job roles in health and social care and care values for professional practice

and Social Care (603/7013/0)	Legislation, policies and procedures in health and social care Human development across the lifespan The care needs of the individual How health and social care services are accessed Partnership working in health and social care The care planning cycle
NCFE CACHE Level ½ Technical Award in Child Development and Care in Early Years NCFE CACHE Level ½ Technical Award in Child Development and Care in Early Years (603/7012/9)	**Content Areas 1 to 9** Child development Factors that influence the child's development Care routines, pay and activities to support the child Early years provision Legislation, policies, and procedures in the early years Expectations of the early years practitioner Roles and responsibilities within the early years settings The importance of observations in early years childcare Planning in early years childcare
Religious Studies AQA Code: 8062BA Christian & Buddhism excluding textual	**Component 1: The study of religions: beliefs, teachings and practices** Christianity: Beliefs and practices Buddhism: Beliefs and practices **Component 2: Thematic studies** Theme A: Relationships and families Theme B: Religion and life Theme D: Religion, peace and conflict Theme E: Religion, crime and punishment

Year 12

Subject title	**Subject Content**
Psychology AQA Code: 7181	**Paper 1 Introductory topics in Psychology** Social Influence, Memory, and Attachment, Clinical Psychology and Mental Health **Paper 2 Psychology in Context** Research Methods and Approaches in Psychology
Sociology AQA Code: 7191	**Paper 1: Education and methods in context** Education and methods in context **Paper 2: Families and households and research methods** Families and households and research methods
Extended Project Qualification Edexcel Code: 7993	Presentation Written report
BTEC AAQ in Early Childhood Development 610/3966/4	**Unit 01:** Child Development (External Assessment) **Unit 02:** Keeping Children Safe (External Assessment) **Unit 03:** Play and Learning (Internal Assessment) **Unit 04:** Research and Reflective Practice in an Early Childhood Setting (Internal Assessment)
BTEC AAQ in Health and Social Care 610/3964/0	**AAQ Extended Certificate In Health and Social Care** Unit 1 Human Lifespan and Development Unit 3 Principles of Health and Social Care Practice Unit 2 Human Biology Unit 5 Promoting Health Education
Personal Effectiveness Qualification 610/5920/1	**ASDAN Level 3 Certificate in Personal Effectiveness** Communication Skills Decision Making Skills Learning Skills Team Working Skills Critical Thinking Skills Wellbeing and Learning

LAMDA 610/4027/7	**LAMDA Grade 8 Gold Medal Speaking in Public** Prepared Speech 1: : Interpretation and Technique Prepared Speech 2: Interpretation and Technique Visual aids Impromptu Speech Knowledge

Year 13

Subject title	**Subject Content**	
Psychology AQA Code: 7182	**Paper 1 Introductory topics in Psychology** Social Influence, Attachment, Memory and Clinical Psychology and Mental Health **Paper 2 Psychology in Context** Approaches In Psychology, Biopsychology and Research Methods and Scientific Processes **Paper 3 Issues and options in Psychology** Issues and debates, Gender, Schizophrenia, and Forensic Psychology	
Sociology AQA Code: 7192	**Paper 1: Education and theory and methods** Education and theory and methods **Paper 2: Families and households and beliefs in society** Families and Households and Beliefs **Paper 3: Crime and deviance and theory and methods** Crime and deviance and theory and methods	
Extended Project Qualification Edexcel Code: 7993	Presentation Written report	
BTEC AAQ in Early Childhood Development 610/3966/4	**Unit 01:** Child Development (External Assessment) **Unit 02:** Keeping Children Safe (External Assessment) **Unit 03:** Play and Learning (Internal Assessment) **Unit 04:** Research and Reflective Practice in an Early Childhood Setting (Internal Assessment)	
Health and Social Care Extended Certificate and Health and Social Care National Diploma Edexcel	**Extended Certificate:** **Unit 2:** Working in Health and Social Care**.** **Unit 11:** Psychological Perspectives.	**Diploma:** All from the Extended Certificate plus: **Unit 4:** Enquiries into Current Research in Health and Social Care. **Unit 8:** Promoting Public Health.

Trips/ Visits/ Clubs

Psychology	Annual trip to Shrewsbury prison for year 10 students. Visit from outside agencies regarding job roles within health and social care section linked to psychology. Annual trip to university for study skills and research techniques for year 13.
Sociology	Annual trip to Shrewsbury prison for year 10 students. Visit from outside agencies regarding job roles within health and social care section linked to sociology. Annual trip to university for study skills and research techniques for year 13.
RE	Annual trip to Shrewsbury prison for year 10 students. Visit from religious leaders where possible (people from the Buddhist community).
Health and Social Care	Annual trip to Stafford hospital, visit from outside agencies regarding job roles within health and social care sector linked to health and social care. Annual visits to career-based events for job roles in health and social care for KS4 and KS5. Annual trip to university for study skills and research techniques for KS5.
Child Development	Visit from outside agencies regarding job roles within childcare. Annual visits to career-based events for job roles in child development for KS4 and KS5. Annual trip to university for study skills and research techniques for KS5.

Sport and Healthy Lifestyles Learning Community Curriculum

Physical Education

Key Stage 3 and Key Stage 4 Core PE

Students will participate in a range of sports and health and fitness activities developing their skills and understanding of how to keep the body and mind healthy. The variety of sports will also allow them to demonstrate a variety of skills and qualities such as teamwork and communication. They will learn how to play games effectively by developing tactics and understand how the games are controlled through development of their knowledge of the rules and regulations.

Subject title	Subject Content
Physical Education	Sports covered: Netball, Football, Rugby, Orienteering, Basketball, Badminton, Fitness, Trampolining, Gymnastics, Benchball, Dodgeball, Athletics, Rounders, Tennis, Cricket, Softball

GCSE PE: *Years 10 and 11*

Students taking GCSE PE will continue to participate in a range of team and individual sporting activities throughout the year, while starting to study the theoretical aspects of fitness, the body systems and health and performance. They will also analyse their sporting performance within a chosen sport and will create a training programme that is specific to their needs to help them develop fitness and performance within the sport.

Subject title	Subject Content
GCSE PE Exam board: Edexcel	**Component 1:** Applied anatomy and physiology, movement analysis, physical training and the use of data. **Component 2:** Health, fitness and well-being, sports psychology, socio-cultural influences and the use of data. **Component 3:** Practical performance. Students will be assessed on 3 sports. **Component 4:** Personal Exercise Programme. Student will design their own training programme to develop a fitness component that they feel needs improving to help them perform better within their sport. Students will then analyse the results of the training programme.

A-Level PE: *Year 12 and 13*

This course seeks to develop the students' knowledge, understanding, skills and application for physical education and sport. They will understand the roles the body systems, developing knowledge on how to control stress so the body systems are not affected in a negative way and how the concepts of energy and laws relate to physical activity and sport. Skills in sport will be developed either as a performer or a coach and they will learn how learning theories relate to development of skill along with using data, practices and feedback to develop skill acquisition.

Subject title	Subject Content
Advanced Subsidiary GCE/Advanced GCE in Physical Education Edexcel	**Component 1:** Scientific Principles of Physical Education, applied anatomy and physiology and exercise physiology and applied movement analysis. **Component 2:** Psychological and Social Principles of Physical Education, skill acquisition, sport psychology and sport and society. **Component 3:** Practical Performance. **Component 4:** Performance Analysis.

Physical Education Extra-curricular activities offered:
Netball club for Years 7-11.
Football club for Years 7-11.

Basketball club for Years 7-11.
Rugby club for Years 7-11.
Climbing trip for Year 10 GCSE PE students
Rounders club for Years 7-11.
Girls Football club for Years 7-11.
Girls Rugby club for Years 7-11
Cricket club for Years 7-11
Badminton club for Years 7-11
Tennis club for Years 7-11

Food Technology: *Key Stage 3*

Students will focus on health and safety of a cooking environment learning the key information to ensure safety when storing, preparing and cooking a variety of foods.

In Year 7 they will learn skills such as cutting techniques, weighing out ingredients and washing up to ensure safety within the kitchen whilst understanding the importance of reducing cross-contamination.

In Year 9 students will learn about the nutrients required for a balanced diet and how specific foods could affect an individual if they have allergies or the food is contaminated. They will focus on a variety of cooking methods, how recipes can be adapted to suit specific groups of people or individuals, which foods are seasonal and understand the role food plays within different areas of the industry.

NCFE Food and Cookery: *Years 10 and 11*

Students will learn more about health and safety relating to food, nutrition and the cooking environment which builds on the knowledge learnt in key stage 3. They will then apply that knowledge into the cooking environment when they are preparing and cooking a variety of dishes from recipes that they have research or adapted to suit them or others with specific dietary requirements. They will expand their knowledge by looking at legislation in the food industry and understanding factors that can affect people's food choice, whilst still applying the key nutrients as part of a balanced diet into their meals. Development of practical skills and techniques will be practiced as the students create dishes from a menu that they have put together for the practical element of the qualification.

Subject title	Subject Content
NCFE Level 1/2 Technical Award in Food and Cookery NCFE	**Content area 1:** Health and safety relating to food, nutrition and the cooking environment **Content area 2:** Food legislation and food provenance **Content area 3:** Food groups, key nutrients and a balanced diet **Content area 4:** Factors affecting food choice **Content area 5:** Food preparation, cooking skills and techniques **Content area 6:** Recipe amendment, development and evaluation **Content area 7:** Menu and action planning for completed dishes

Food Technology Extra-curricular activities offered:
Cooking club for Years 7-11

Whole School Curriculum

The curriculum consists of far more than a list of subjects or topics. We embrace and promote an education that is life-long and all-encompassing:

- The taught curriculum (main lessons);
- PSHE/RSE/SMSC is a progressive model covering the following strands from Year 7-11: Positive and Healthy friendships and families, Being Safe Online and Offline, Intimate and sexual relationships, Physical and Mental Well-being, Living in the Wider World: careers and employment. Students in Year 7-9 also have Character Education sessions and Votes for Schools as part of their tutor time each week.
- Cross-curricular literacy including Word of the Week;
- Scholars' Programme;
- Enrichment curriculum which may support the taught curriculum or PSHE/SMSC/RSE;
- Themed assembly weeks and outside speakers, including Road Safety, the Police, NHS etc.;
- Tutor Reading sessions in Year 7-10;
- Study Skills sessions (Year 11);
- Student Council, Perfects and Student Leadership Team;
- Library Assistants and Ambassadors;
- Peer Mentoring;
- Clubs and activities including: code club, orchestra, school choir, gardening club, science club, Art club
- Carnegie Shadowing Reading Group;
- Preparation for education, employment and training destinations;
- School trips and experiences including the annual Year 7 and 8 residential, ski trip, zoo visit, France trip;
- Full careers' programme from Years 7-13.

Suggestions and guidance for best practice are given by the Assistant Headteacher (Curriculum and Learning & Teaching). The Deputy Headteacher along with the Lead Teacher for PSHE, the CIAEG lead, the Safeguarding Lead and the Deputy Headteacher have developed and mapped a comprehensive, progressive and engaging PSHE (including RSE) and SMSC programme of study that is delivered by specialist staff in Year 7-9 and by tutor teams in Year 10 and Year 11, and during assemblies by a range of staff, students and outside speakers. Close attention is also paid to the active promotion of British Values. This, along with Character Education, is led by the Deputy Headteacher. Literacy skills are also delivered weekly in tutor time, for example through weekly Reading Time, Word of the Week and timetabled visits to the library as well as through the identification of key vocabulary on Knowledge Organisers and pre-teaching of vocabulary in lessons. Further delivery takes place as part of drop-down days and, with selected students as necessary, through additional time in the timetable.

In addition to our commitment to providing effective academic transition between Year groups and phases, the school works closely with local primary schools and colleges of further/higher education to provide for continuity and progression. This includes sharing academic curriculum plans for Year 6 and Year 7 and mapping transition both academically and pastorally via the Deputy Headteacher and Director of Year 7 as well as visits to our school from Year 4 and 5 students for specially themed days including Global day and Science day. Students are given the opportunity to have options, Connexions and college interviews and a work experience placement. They utilise the careers guidance available both onsite from the Careers Information and Guidance Manager and via the Entrust service.

Skills

Our curriculum is knowledge based, but also develops essential life-long skills in our students, including:

- learning skills – these include, and are based around, our five core values, which are embedded in everything we do: teamwork, resilience, integrity, responsibility, excellence;
- subject specific skills – linked to the ability to access, explore and succeed in subjects;
- examination skills – techniques which help students succeed in exams including a focus on cognition and meta-cognition;
- cross-curricular skills – how knowledge and understanding from other subjects is applied elsewhere (for example literacy, numeracy, PSHE, RSE, SMSC);
- employability skills – team working, communication, leadership, timekeeping, organisation, debating, presentation, listening, speaking and taking on challenges;
- recruitment skills – CVs, letters of application, interview skills;
- life skills – staying safe, healthy living, making and maintaining healthy relationships, respecting and contributing to life in modern Britain, including politics and current affairs.

3 Monitoring of Effectiveness

Our curriculum is dynamic and so is reviewed annually, in light of the needs of our students. The effectiveness of the curriculum is evaluated annually through the subject review process and discussions with Leadership Team (LT) links, the Assistant Headteacher (Curriculum and Learning & Teaching), meetings of the Academic Committee and the Governing Body.

4 Assessment and Homework

"Curriculum leaders and their teams identify what they want pupils to learn in each subject. They sequence learning to build on what pupils already know. Teachers use 'end point' assessments to check for any gaps in pupils' knowledge. They then address such gaps in subsequent lessons." (Ofsted, 2023)

Assessment is continuous by providing students with regular opportunities to deliberately practise in lessons, complete interleaved knowledge tests and through end of topic and unit assessments as well as mock exams and end of year exams. These are standardised and moderated within subjects by staff and are quality assured. Student achievement at all levels is reported via *Pupil Progress* providing Parents/Guardians with detailed analysis of areas of strength and weakness. All subjects and communities are expected to follow the whole-school Assessment and Homework principles. As educationalist Daisy Christodoulou said*, "what matters is how the information from an assessment is used"* and therefore, what happens following an assessment is key for us*.* It is absolutely essential that students not only know how they have done but that they are given an opportunity to improve. Engagement in action cycles where students of all year groups are provided with their assessment feedback and, most importantly, have the opportunity to respond to and engage with the feedback to improve their work is a key part of the assessment process.

Each subject has planned and mapped out assessments for each group using the curriculum assessment plans. This is flexible so that teachers can adapt when assessments are completed to suit the needs to their students. Formal assessments feed into calendared progress checks and

ensure that teachers know their students well and can provide the right level of challenge and support in order for them to be successful.

Following our Assessment without Levels consultation, we reviewed our assessment processes and systems in KS3. We use a banding system that communicates a common language with students and parents. The focus for students in KS3 is on developing and mastering their knowledge whilst practising the key skills needed in order to be successful. At different points in the year, students in KS3 complete knowledge tests, because we believe that true mastery of knowledge underpins and leads to successful and transferable learning, which is at the heart of our knowledge-rich curriculum. This, in conjunction with skills-based assessment means that our method of assessment is robust and effective.

As they move up the Year groups, the exam marking criteria is applied to allow a closer alignment with GCSE grades. Staff challenge students in order to promote high expectations and factor in a range of knowledge, mastery and skills as well as mark schemes, to assess current and predicted attainment. This contributes to the success we have made in terms of students' progress.

We believe that homework is crucial in enabling students to progress and all subjects are expected to set homework in line with our whole-school Homework Policy. We currently use an online system called *Class Charts*-to set work. Both parents and students are able to view homework set at any time and there is also a mobile phone app that students and parents can use.

5 Curriculum Impact

We know we have a high performing, successful curriculum because:

- Highest performing secondary school in Cannock and Rugeley for English and Maths combined attainment *(DfE Performance tables 2026)*
- The 9-5 Basics English and Maths measure has seen a significant increase from the last academic year (2026: 46% 2025: 37% 2024: 33%; 2023: 35%).
- The 9-4 Basics English and Maths measure has seen a significant increase from the last academic year examination years (2026: 66% 2025: 60%; 2024: 61%; 2023: 58%)
- At KS5 our average points per student is 81.25.
- Our average A Level grade is a C. Our average Applied General grade continues to be a Distinction.
- 96% of our Sixth Form students went on to positive destinations.

6 Further Information

How parents or other members of the public can find out more about the curriculum:

- Parents' Evenings, intake and transition days, Options' Evenings;
- Parents can make additional appointments with subject staff, subject leads, Directors of Year and members of the Leadership Team;
- Our curriculum is published on our school's website.

Last review date:	Next Review date:	Statutory Policy:
September 2026	September 2027	Yes/No